

**Student Support Services Program  
Instructions for Completing the Annual Performance Report  
For Project Year 2004–2005**

**1. WHAT IS THIS PACKAGE?**

This package contains the instructions needed to prepare the annual performance report for the Student Support Services (SSS) Program. The Department of Education uses the information provided in the performance report to assess a grantee's progress in meeting its approved goals and objectives and to determine a grantee's prior experience points in accordance with the SSS program regulations (34 CFR Part 646).

**2. WHAT ARE THE LEGISLATIVE AND REGULATORY AUTHORITIES TO COLLECT THIS INFORMATION?**

Title IV, Section 402D, of the Higher Education Act of 1965, as amended; the program regulations in 34 CFR Part 646; and 34 CFR Sections 75.590 and 75.720 of the Education Department General Administrative Regulations (EDGAR).

**3. WHO MUST FILE THIS REPORT?**

All grantees funded under the SSS Program must submit an annual performance report as a condition of grant award.

**4. WHAT PERIOD OF TIME IS COVERED IN THE REPORT?**

The report covers the 12-month budget period – the period for which the grant was awarded. This information can be found in Block 6 of the Grant Award Notification.

**5. WHAT INFORMATION MUST BE SUBMITTED?**

The report consists of five sections. Section I requests project identifying information; Section II requests demographic information on project participants; Section III requests information on project services and activities; Section IV requests information on project performance outcomes; and Section V are instructions for preparing the electronic file of individual participant records.

**6. WHEN MUST THE REPORT BE FILED?**

The annual performance report must be submitted electronically via the World Wide Web within 90 days after the end of each 12-month budget period. For the 2004–2005 project year, the due date for submitting the report is November 30, 2005.

## **7. HOW MAY THE REPORT BE SUBMITTED?**

The entire report must be submitted via the World Wide Web. In addition, you must fax a signed copy of Section I of the report form that certifies that the information submitted electronically is accurate, complete, and readily verifiable.

The Web application and instructions for submitting the report electronically will be available on October 24, 2005, at the following web address:

<http://www.ed.gov/programs/triostudsupp/report.html>

The Web site contains the forms and instructions needed to prepare and submit on-line the annual performance report for the SSS Program. The Web application that SSS grantees will use to submit the annual performance report has the following features:

- Instructions for using the Web site, an introduction to the data collection, and Online Help;
- A Web form for completing Sections I through III on-line;
- Functionality to upload electronic files of the report of project objectives and accomplishments (Section IV) and the individual participant records (Section V);
- A print button to make a hard copy of the information entered on-line;
- A submit button to send the entire report to the Department of Education; and
- An e-mail confirmation that the report has been submitted (if an e-mail address is provided when completing Section I).

Since the data being submitted contain confidential information on project participants, the Web site has been properly secured to ensure the data are seen only by authorized individuals and are protected from network hackers. For security purposes, no e-mails containing this data will be accepted through the Help Desk.

A project will receive confirmation that the report has been successfully submitted. When completing Section I of the report on the Web, the person entering the performance report data will be asked to provide an e-mail address. After you have completed the report and clicked on the “Submit” button, a message will indicate that your performance report has been successfully submitted. A confirmation will be automatically e-mailed to the e-mail address provided.

If for any reason you need to revise your performance report data after it has been submitted, please do not fax the corrections. For assistance in revising your report and re-submitting it electronically, you should contact either your assigned program specialist or the Help Desk.

## **8. WHO MAY BE CONTACTED FOR ADDITIONAL INFORMATION CONCERNING THE SUBMISSION OF THE PERFORMANCE REPORT?**

Please contact your program specialist directly if you have questions regarding the performance report requirements. A state listing of program specialists and contact information is available at the Web address provided above.

If you have technical problems accessing the Web site or using the Web application, please contact the Help Desk at 703-846-8248 or via e-mail at [sssweb@cbmiweb.com](mailto:sssweb@cbmiweb.com).

## **Student Support Services Program Specific Instructions for Completing the Performance Report**

### **SECTION I -- PROJECT IDENTIFICATION, CERTIFICATION, AND WARNING**

#### **A. Identification**

1. Prior to beginning the report process, make sure you have your PR/Award number and password. This information has been provided to each grantee via US mail. If you do not have this information, you can contact the Help Desk at 703-846-8248, or via email at: [sssweb@cbmiweb.com](mailto:sssweb@cbmiweb.com). To begin completing this report on-line, from the Department's Web page click on this URL:  
<https://webprod.cbmiweb.com/sss/>.
2. The index/welcome page will be titled "Student Support Services Online Annual Performance Report for Project Year 2004–2005." In the upper right hand corner of the page, select your PR prefix; then enter the last six digits of your PR/Award number. Your project's PR/Award number begins with the letter "P" and is eleven digits in length. This number can be found in Block 5 of the Grant Award Notification.
3. You will also need to enter the temporary password. Click Login. You will be guided to select a new password, then to log in again using the newly created password.
4. Upon accessing the site, you will be asked to confirm that the PR/Award number and associated grantee name are correct; you will then see the page for Section I. Your PR/Award number will be automatically inserted into line 1 of Section I of the report form.
5. Many of the data fields in Section I will already be filled-in. Please review these fields, including the project director's e-mail address, and update them as needed. You may change the data in all fields except for the project's PR/Award Number, the Grantee Name, and the Project Year.
6. Please provide information for any fields that are not filled-in.

#### **B. Certification**

You must fax a signed copy of Section I of the report form that certifies that the information submitted electronically is accurate, complete, and readily verifiable to the best of your knowledge. Section I must be signed by both the project director and the certifying representative at the grantee institution.

*With the exception of Section I of the report, you should not fax a paper copy of the performance report.*

**C. Warnings**

**Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties, which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097.**

Further, Federal funds or other benefits may be withheld under these programs unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.590 and 75.720).

**SECTION II -- DEMOGRAPHIC PROFILE OF PROJECT PARTICIPANTS**

**Number of Participants Funded to Serve**

In accordance with the SSS program regulations, 34 CFR 646.22 (b)(4), please provide the number of participants that your project was funded to serve during this project year – PY 2004–2005. Note: If this number is different than the Department’s number, staff will contact you to resolve the discrepancy.

**A. Number of Participants Assisted During PY 2004-2005**

Please keep in mind the definition of “participant” provided in the SSS Program regulations, 34 CFR 646.7(c). Only those students who meet this definition should be included in the report. Also, only those participants served during this project year (PY 2004–2005) should be counted in this section of the report. Although prior-year participants must be included in Section V, the individual participant data file, they should not be included in this section of the report.

On lines A1 through A7 provide separate counts of the number of students assisted by a cohort. A cohort is a group of students who started in a given project year. Please use the 12-month academic year as a guide for determining a participant’s cohort. An individual student is a member of the same cohort for reporting purposes even if that student leaves the program and returns. Further, a student remains in the same cohort group for each successive year.

To assist you in completing this section of the report, we have inserted the years of each cohort group after the project year. The first line should be for students served by the project for the first time during the current project year (PY 2004–2005). The second line should be for the previous year’s cohort group (PY 2003–2004), and so on.

Line A7 should include students who received services in the PY 2004–2005 and were first served by the project before PY 1999–2000. Line A8 should be the total of lines A1

through A7 and should be the same as the total number of project participants assisted during PY 2004–2005.

Please note that in Part E of Section II of the report – Participant Distribution by Grade Level – you will report on project year cohorts by grade level. All participants that are reported in Part A should also be included in Part E.

## **B. Participant Distribution by Eligibility**

The authorizing statute and regulations governing the SSS Program require that an individual, at the time of initial selection in the project, must be a “low-income individual,” a “first-generation college student,” or “an individual with disabilities.” (These terms are defined below.) Two-thirds of each year’s project participants must be both low-income and first-generation, or be individuals with disabilities; the remaining one-third can be either low-income, first-generation, or individuals with disabilities, or a combination of these. At least one-third of the individuals with disabilities must also be low-income individuals. Students may be counted only once in this breakout. The total reported must agree with the number in “A8” above.

Low-income individual means an individual whose family taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participates in the project. The poverty level amount is determined using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce.

First-generation college student means an individual neither of whose natural or adoptive parents received a baccalaureate degree; or a student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.

Individual with disabilities means a person who has a diagnosed physical or mental impairment that substantially limits that person’s ability to participate in the educational experiences and opportunities offered by the grantee institution.

## **C. Participant Distribution by Ethnic Background**

These data are not mandatory but are extremely helpful to the Department in reporting on the ethnic characteristics of participants served by the program. Please note that these classifications have been revised to be consistent with new government-wide standards. For those students where more than one race has been reported, include these students on line C7.

## **D. Participant Distribution by Gender**

As noted above, though these data are not mandatory, they are helpful to the Department in reporting on the gender representation of project participants.

### **E. Participant Distribution by Grade Level**

These data provide the college grade level of participants at the end of the project year for each cohort of students served by the project. Projects should use the standards established by the grantee institution (e.g., required number of credit hours, GPA) to determine the grade level of participants.

## **SECTION III: PROJECT SERVICES AND ACTIVITIES**

This section is designed to obtain a profile of the number of participants who have received the various services authorized under the program. Report only on those services and activities conducted by your SSS project. Be sure to report on the number of project participants who received each of the services provided by your project. Since most students will participate in more than one activity, participants may be counted under more than one activity. However, a participant should be counted only once under each activity. Thus, the total number of participants listed under each activity should not exceed the total number of participants provided in Section II, A8.

The column labeled “Number of Contact Hours” in Parts B and C should reflect the cumulative number of hours for all students who participated in those activities.

### **A. Academic Instruction**

Report on the number of students who received formal academic instruction during the reporting period. Academic Instruction falls into two categories: (1) remedial or developmental courses supported with project funds and which allow the students to receive institutional credit for successfully completing the courses; and (2) formal instruction provided for academic support paid for with project funds, but which does not qualify for institutional credit.

### **B. Academic Support**

Report on the number of students who received other forms of academic support as defined below. Also provide the total number of contact hours.

Use the following definitions in completing this section:

Peer tutoring means individual or small group tutoring provided by other students.

Professional tutoring means individual or small group tutoring provided by a graduate student or a professional staff person.

Supplemental instruction means organized tutoring sessions for specific courses that are tied directly to the instruction in the courses.

Assisted labs means academic support or tutoring provided through a learning center or other formal means.

Computer assisted instruction means academic support or tutoring provided via computers instead of peer or professional tutors.

Study skills classes/workshops means activities designed to help students gain the skills needed to succeed in the academic programs of the institution.

Orientation classes/workshops means sessions or classes that help students adjust to the institution, and may include help in registering for courses and familiarizing them with the academic requirements of the institution.

### **C. Counseling and Mentoring**

Report on the number of students who received counseling and/or mentoring during the reporting period. Also provide the total number of contact hours.

Use the following definitions in completing this section:

Personal counseling means crisis intervention and assistance with personal problems and decisions.

Academic advising means assisting students in making educational plans, selecting appropriate courses, meeting academic requirements, and planning for graduation and further education.

Financial aid counseling means assisting students individually or in small groups in completing financial aid applications or in working with the institution's financial aid office to develop aid packages that will meet the students' financial needs for attendance at the institution.

Career counseling and employment assistance means helping students learn about career opportunities through written and computerized information, assessing their career interests and capabilities, and making occupational plans.

Transfer counseling means assisting students interested in four-year programs in meeting the academic requirements of those programs, choosing four-year institutions, and applying for admission and financial aid at those institutions.

Graduate school counseling means assisting students in choosing graduate or professional programs and applying for admission and financial aid for those programs.

Professional mentoring means professionals, other than project staff, working with project students to expose them to career and other opportunities available to them.

Peer counseling/mentoring means a variety of support, personal or academic, provided by other students designed to help project participants adjust to the institution.

## **D. Cultural and Enrichment Activities**

Report on the number of students who participated in other project sponsored activities. Use the following definitions in completing this section:

Cultural activities means any project sponsored activities, such as field trips, special lectures, and symposiums, that have as their purpose the improvement of the project participants' academic progress and personal development.

Campus visitations means project sponsored trips to other postsecondary institutions for the purpose of acquainting students with institutions that the project participants may wish to attend to further their education (i.e., two-year/four-year transfers or graduate and professional schools).

Information workshops include a variety of short workshops or seminars (usually a half day or less) on topics that may range from stress management and test taking to drug and alcohol abuse.

## **SECTION IV: PROJECT PERFORMANCE OUTCOMES**

This section of the annual report is your opportunity to report on your project's progress in meeting its approved objectives related to the goals of the SSS Program. It is also your opportunity to respond to the prior experience criteria. State your approved objectives and report on the extent to which your project achieved each of these objectives. Provide specific data to support the accomplishment of each objective.

Keep in mind that the annual performance report will be used to assess your project's prior experience, so it is imperative that you provide sufficient information to determine your project's success in meeting the purposes of the SSS Program. A form has been provided that directly follows the information that is contained in your approved partnership agreement for projects that began in September 2001 or your approved application for projects with a September 2002 or 2003 start date.

## **SECTION V: PARTICIPANT LIST**

Each grantee is required to submit **annually** detailed information on each student served by the project during the project year being reported and provide updated information on all prior-year participants that are still enrolled at the grantee institution. In addition, for just one project year after a participant's last enrollment at the institution, the grantee should provide data on any prior participant who is no longer enrolled at the institution. The data file thus should contain a complete listing of current year participants and prior-year project participants still enrolled at the grantee institution.

## General Instructions for the Participant List

### (1) Who should be included on the annual data file?

A project should use the SSS Program's regulatory definition of a project participant in 34 CFR 646.7(c) to determine which *current-year project participants* should be included on the data file.

**Participant** means an individual who –

- (1) Is determined to be eligible to participate in the project under 34 CFR 646.3; and
- (2) Received project services that the grantee has determined to be sufficient to increase the individual's chances for success in a postsecondary educational program.

**A project must track the progress of prior-year participants for as long as they are enrolled at the grantee institution.** To ensure that the data collected on prior-year participants is accurate and complete, there are two categories of prior-year participants:

- Prior-year participants still enrolled at your institutions; and
- Prior-year participants who were enrolled at your institution during the last reporting period (2003–04) and who did not return to your institution during this reporting period.

Please note that your data file must include all prior-year participants still enrolled at your institution during the project year and all those individuals who were either served by the project or enrolled at the institution during the previous project year (PY 2003–04) and did not return to your institution in PY 2004–05. This change in the reporting requirements will enable the Department of Education to more accurately report on student outcomes, particularly the persistence rates of SSS participants.

For the purpose of this report, *prior-year participants* are defined as follows:

**A prior-year participant still enrolled at grantee institution** is an individual who received project services in a previous reporting period, but who has not received project services on a continual basis during PY 2004–05 and was enrolled at the grantee institution during PY 2004–05.

**A prior-year participant not enrolled at the grantee institution** is an individual who received project services in previous reporting periods and was enrolled at the grantee institution during the previous reporting period (PY 2003–04), but who was not enrolled at the grantee institution during PY 2004–05.

### (2) How should the end of the project year status of participants be reported – Fields #18, #19, #21, #22, and #23?

When preparing the data file, please note the following clarifications regarding how to report a participant's end of the year status for fields #18, #19, #21, #22, and #23.

## **Institution's Academic Year**

Since the Department of Education needs to be able to track the academic progress of SSS participants from one academic year to the next, this performance report needs to follow the grantee institution's 12-month academic year rather than the 12-month budget period of the grant.

*For example*, the academic year for the 2004 data file is August/September 2004 through August (end of summer term) 2005, which is consistent with most of the budget periods for SSS grants.

Nonetheless, to ensure consistency in data reporting, please provide information – as of the end of the academic year being reported -- on a participant's:

- Current grade level, end of project year (field #18);
- End of the year enrollment status (field #19);
- Cumulative GPA (field #21);
- Academic standing (field #22); and
- Degree/certificate completed (field #23)

## **Instructions for Completing the Date Fields (Fields #7, #11, #12, and #13)**

Please follow carefully the instructions provided in Section V. Review carefully the Valid Field Content column to ensure that the data submitted is in the correct format. All date fields should be formatted as follows: 2 digits for month; 2 digits for day; 2 digits for century; and 2 digits for year. For example, a participant's birth date of January 1, 1982, would be formatted as follows: 01011982. Always use the zero before one-digit months and days.

However, if you are preparing and submitting the participant data file (Section V) using Microsoft Excel or ACCESS, please include slashes when entering the dates (e.g., 01/05/2005). Formatting the date fields (i.e., using slashes) will ensure that your data is imported correctly.

## **Supplemental Definitions and Instructions**

### **Field #1      PR/Award Number**

A grantee should use the PR/Award Number applicable to PY 2004–2005, covered by this report. This number can be found in Block 5 of the Grant Award Notification. Be sure that you use the PR Award Number applicable to PY 2004–2005 even if you have been awarded a new grant and PR/Award Number for the next reporting period.

Please note the PR Award Number is eleven (11) digits. Please be sure you use “zeros” instead of the letter “O” when entering the PR/Award Number into your database.

**Field #2      Batch Year**

Use the four-digit year provided on the form. The Batch Year designates the budget period that is the subject of this report. The Batch Year changes with each annual submission of individual participant records. The Department designates the Batch Year as the beginning year of the 12-month budget period. This may or may not be the same as the school year or academic year designations of some institutions. The Batch Year was chosen because TRIO projects are current-year funded, (*e.g.*, Federal Fiscal Year 2004 funds were used to support PY 2004-2005). Thus, the data file for Batch Year 2004 would include information on both project participants served and prior participants tracked during PY 2004-2005.

**Field #9      Race/Ethnicity**

The race/ethnicity categories used in this section are consistent with the Department of Education's policy on the collection of racial and ethnic information. These categories are defined as follows: **American Indian or Alaska Native** - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition. **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, and the Philippine Islands. **Black or African American** - A person having origins in any of the black racial groups of Africa. **Hispanic or Latino** - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race. **White** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii or other Pacific islands such as Samoa and Guam. For those participants of a multi-racial background, use 7 for **more than one race reported**.

**Field #10      Eligibility**

Refer to the definitions provided in the instructions for Section II B of this report form.

**Field #11      First School Enrollment Date**

Provide the date the individual first began a program of postsecondary education either at the grantee institution or at another institution.

**Field #12      Project Entry Date**

Use the date the individual first participated in the SSS project. This may be either the date the individual was accepted into the project or the date of first service. This date determines the cohort group for the participants as reported in Section II A and E of this report.

**Field #13      Date of Last Program Service**

Provide the date of last program service for all prior-year participants. If an individual is still a participant in the Student Support Service project, insert zeros in this field for “Unknown/No response.”

**Field #14      Participant Status**

For this field, please use the following definitions:

A **new participant** is an individual who was served by the SSS project for the **first time** in this reporting period (PY 2004–2005) and meets the definition of participant in 34 CFR 646.7(c) of the SSS program regulations.

A **continuing participant** is an individual who was served by the SSS project for the first time in a prior reporting period and also received services in this reporting period (PY 2004–2005).

**Note:** The sum of the number of new and continuing participants should equal the total number of participants the project served during PY 2004–2005.

A **prior-year participant still enrolled at grantee institution** is an individual who received SSS project services in a prior reporting period and has not received project services on a continual basis during the current report period (PY 2004–2005) and was enrolled at the grantee institution during PY 2004–2005.

A **prior-year participant not enrolled at the grantee institution** is an individual who received SSS project services in a prior reporting period and was enrolled at the grantee institution during the prior reporting period (PY 2003–2004) but who was not enrolled at the grantee institution during PY 2004–2005.

**Field #15      Academic Need**

In accordance with 34 CFR 646.3 (c), a project, in selecting individuals to participate in a SSS project, must determine the individual’s need for academic support in order to pursue successfully a postsecondary educational program. In this field is a list of criteria commonly used by projects to determine an individual’s need for services. Although many students may qualify for project services based on more than one of the listed categories, please select from the list the main category used to determine the individual’s need for academic support. If needed, you may use “11-Other” only if the category is not provided.

**Field #16      Enrollment Status (during PY 2003-2004)**

Select from the list provided the postsecondary enrollment status of the individual during the reporting period. Use “5” for “varied enrollment status” for participants whose enrollment status changes during the reporting period. For example, you would choose “5” for “varied enrollment

status” if the student was enrolled full-time in one semester or quarter and  $\frac{3}{4}$  or  $\frac{1}{2}$  time in another semester or quarter of the academic year.

If you do not know the enrollment status of a current or prior-year participant enrolled at the institution, use “0-Unknown/No response.” If the individual is a prior-year participant not enrolled at the institution during the reporting period, use “6” for “Not enrolled.”

### **Fields #17 and #18                      College Grade Level**

In determining the student’s postsecondary grade level, use the criteria of the grantee institution regarding grade level classifications and academic standing. Most postsecondary institutions use credits earned and grade point average to determine the college grade level. Use codes 03, 04, 05, and 06 only for students who have the required number of credits and GPA to be classified at the institution as sophomore, junior, senior, and other undergraduate, respectively.

To ensure uniformity in reporting, two-year institutions should use first-year (freshman) and second-year (sophomores) to designate the college grade levels of their participants in Fields #17 and #18.

For the Current College Grade Level (Field #18), provide information on the individual’s grade level at the end of the 2004–2005 academic year for all current-year and prior-year participants still enrolled at the grantee institution. For prior-year participants not enrolled at the institution during PY 2004–2005 use “00000000” for “Unknown/No response” **It is imperative this field be updated as it is used to determine persistence and graduation rates which impacts the success of your project.**

### **Field #19                      End of Year Enrollment Status**

Provide the participant’s enrollment status as of the end of the 2004–2005 academic year. If the student transferred from a 2-year branch campus to the institution’s 4-year main campus, use “08 –Transferred from 2 year institution to 4 year institution.”

### **Fields #20 and #21      Grade Point Averages**

In Field #20, please indicate the scale used by the grantee institution to calculate grade point averages. For institutions that do not use a numeric scale, please use “3” for “Other.”

In Field #21, please provide information on the cumulative grade point average of the SSS participant at the end of the 2004–2005 academic year.

### **Field #22                      Academic Standing**

Use your institution’s criteria for determining good academic standing. Provide information on the academic standing of the SSS participant at the end of the 2004–2005 academic year.

### **Field #23                      Degree/Certificate Completed**

For Field #23, indicate the highest degree completed during the 2004-2005 academic year. For continuing, transfer, and prior-year participants who have not completed any degree, use “8” for “Enrolled but not yet completed program of study.” Use “0” for “Unknown/No response” only for those students for which the degree status is unknown. Please ensure this response is consistent with the response for field #18-College Grade Level (at the end of the project period).

**Fields #24 -#28      Financial Aid and Grant Aid Awarded**

Complete these fields only for those project participants who were new or continuing participants during PY 2004-2005. Leave these fields blank for prior-year participants. Please do not enter a range of values or negative values.

In Field #24, enter the amount of financial aid needed as determined by the financial aid office.

In Field #25, indicate the amount of financial aid offered to the SSS participant inclusive of Federal, state, local, private, institutional aid and the parent/student contribution.

In Field #26, provide the amount of unmet need as determined by the financial aid office.

In Field #27, provide the amount of grand aid awarded for the PY 2004-2005.

In Field #28, use the options provided to indicate reasons full financial aid was not awarded.

## Student Support Services Program Annual Performance Report – Project Year (PY) 2004-2005

### Section I -- Project Identification, Certification and Warning

#### A. Identification

1. PR/Award Number: \_\_\_\_\_
2. Name of Grantee Institution: \_\_\_\_\_
3. Address: \_\_\_\_\_
4. Name of Project Director: \_\_\_\_\_
5. Telephone Number: \_\_\_\_\_
6. Fax and E-mail: \_\_\_\_\_
7. PY 2004-2005 reporting period:  
\_\_\_\_\_ to \_\_\_\_\_  
Month/Day/Year Month/Day/Year
8. Name of Data Entry Person: \_\_\_\_\_
9. Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

- B. Certification:** We certify that the performance report information reported and submitted electronically on \_\_\_\_\_ is readily verifiable. The information reported is accurate and complete to the best of our knowledge.

\_\_\_\_\_  
Name of Project Director (Print)

\_\_\_\_\_  
Name of Certifying Official (Print)

\_\_\_\_\_  
Signature and Date

\_\_\_\_\_  
Signature and Date

- C. Warnings:** Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097. Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C.) 1231a) and regulations (34 CFR 75.590 and 75.720).

**Authority: Public Law 102-325, as amended.**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0525. The time required to complete this information collection is estimated to average 6 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of the form, write directly to:** Federal TRIO Programs, U.S. Department of Education, 1990 K Street, NW, Suite 7000, Washington, D.C. 20006-8510.

## SECTION II: DEMOGRAPHIC PROFILE OF PROJECT PARTICIPANTS

Include only those students served during PY 2004-2005. Do not report on prior-year participants in this section.

Number of Participants Funded to Serve \_\_\_\_\_

### A. Number of participants assisted during PY 2004-2005.

1. First-time participants (PY 2004-2005 cohort) \_\_\_\_\_
2. PY 2003-2004 cohort \_\_\_\_\_
3. PY 2002-2003 cohort \_\_\_\_\_
4. PY 2001-2002 cohort \_\_\_\_\_
5. PY 2000-2001 cohort \_\_\_\_\_
6. PY 1999- 2000 cohort \_\_\_\_\_
7. Students in other cohort groups \_\_\_\_\_
8. Total number of participants \_\_\_\_\_

### B. Participant Distribution by Eligibility

1. Low-Income and First-Generation college students \_\_\_\_\_
2. Low-Income only \_\_\_\_\_
3. First-Generation only \_\_\_\_\_
4. Disabled only \_\_\_\_\_
5. Disabled and Low-Income \_\_\_\_\_
6. Total \_\_\_\_\_

### C. Participant Distribution by Ethnic Background

1. American Indian or Alaska Native \_\_\_\_\_
2. Asian \_\_\_\_\_
3. Black or African-American \_\_\_\_\_
4. Hispanic or Latino \_\_\_\_\_
5. White \_\_\_\_\_
6. Native Hawaiian or other Pacific Islander \_\_\_\_\_
7. More than one race reported \_\_\_\_\_
8. Total \_\_\_\_\_

**Note:** The race/ethnicity categories used here are the only categories officially approved by OMB for this data collection. For participants where more than one race has been reported, include them on line C7.

### D. Participant Distribution by Gender

- |           |       |
|-----------|-------|
| 1. Female | _____ |
| 2. Male   | _____ |
| 3. Total  | _____ |

**E. Participant Distribution by Grade Level**  
(as of the end of project year)

	Freshmen	Sophomore	Junior	Senior	Other
PY 2004-2005 cohort	_____	_____	_____	_____	_____
PY 2003-2004 cohort	_____	_____	_____	_____	_____
PY 2002-2003 cohort	_____	_____	_____	_____	_____
PY 2001-2002 cohort	_____	_____	_____	_____	_____
PY 2000-2001 cohort	_____	_____	_____	_____	_____
PY 1999-2000 cohort	_____	_____	_____	_____	_____
Other cohorts	_____	_____	_____	_____	_____

### SECTION III: PROJECT SERVICES AND ACTIVITIES

Include only those participants served during PY 2004-2005.

**A. Academic Instruction**

	Institutional Credit (Project Funded)	Non-Credit (Project Funded)
Reading	_____	_____
Writing	_____	_____
Mathematics	_____	_____
English	_____	_____
English for Students of Limited Proficiency	_____	_____
Other (specify)	_____	_____
_____	_____	_____

**B. Academic Support**

	Number of Participants	Number of Contact Hours
Peer Tutoring (one to one)	_____	_____
Peer Tutoring (group)	_____	_____
Professional Tutoring (one to one)	_____	_____
Professional Tutoring (group)	_____	_____
Supplemental Instruction	_____	_____
Assisted Labs	_____	_____
Computer Assisted Instruction	_____	_____
Study Skills Classes/Workshops	_____	_____
Orientation Classes/Workshops	_____	_____
Other (specify)	_____	_____
_____	_____	_____

**C. Counseling and Mentoring**

	Number of Participants	Number of Contact Hours
Personal Counseling	_____	_____
Academic Advising	_____	_____
Financial Aid Counseling	_____	_____
Career Counseling	_____	_____
Transfer Counseling	_____	_____
Graduate School Counseling	_____	_____
Professional Mentoring	_____	_____
Peer Counseling/Mentoring	_____	_____
Other (specify)	_____	_____
_____	_____	_____

**D. Cultural and Enrichment Activities**

	Number of Participants	Number of Contact Hours
Cultural Activities	_____	_____
Campus Visitations	_____	_____
Information Workshops	_____	_____
Other (specify)	_____	_____

## SECTION IV: PROJECT PERFORMANCE OUTCOMES

In this section state briefly your approved project objectives and report on the extent to which your project achieved each of these objectives. Provide specific data to support the accomplishment of each objective. Each of these objectives responds to the prior experience criteria contained in the SSS program regulations (34 CFR 646.22) and appears on your approved Partnership Agreement or as described in your approved application.

CRITERIA	PROPOSED PERCENT	PROPOSED NUMBER	ACTUAL PERCENT	ACTUAL NUMBER	OBJECTIVES
Persistence					of eligible participants will persist toward completion of the academic programs in which they were enrolled.
Good Academic Standing					of eligible participants met academic performance levels required to stay in good academic standing at the grantee institution.
Graduation					of eligible participants will graduate each year.
Transfer					of eligible participants will transfer each year
Administration	100%				the extent to which the applicant has met the administrative requirements—including record keeping, reporting, and financial accountability. Provide the number of participants that were low-income and first-generation, _____and individuals with disabilities _____ and low-income individuals with disabilities _____ to assure compliance with the 1/3 - 2/3 requirement. Low-income only _____first generation only _____.
<b>OTHER OBJECTIVES</b>					